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ABSTRACT

The authoritarian-aggression attitudes cf graduate education students were studied. Authoritarian-aggressicn is defined as the tendency to look for, ccndemn, reject, and punish pecple who viclate conventional behavior. It was hypothesized that no significant differences in authoritarian-aggression attitudes exist between graduate students who received all of their higher education from the same institution and those students who received their undergraduate and graduate training frcm different institutions. It was alsc hypothesized that no significant differences exist when scores of graduate students, categcrized by type of institution attended and academic majors are compared to one ancther, tc the general population, and to the hypcthetical "neutral" score resulting frcm neutral responses to each item on the Authoritarian-Aggression subscale of the California F Scale test. In this repcrt of a three-year research study of these hypotheses, a descriptior is provided of the California F Scale test which measures general tendencies that lead to the formatien of enduring psychclogical dispositions. Graduate students frcm five different types of colleges were the subjects of the investigation, and their majcrs represented eight different academic disciplines. Findings indicated that the first hypothesis can be accepted. Significant differences occurred in scores of graduate students categorized by academic disciplines. All mean scores of students from the various institutional types were significantly below the hypothetical "neutral" score on the Authoritarian-Aggression subscale of the test. Results cf the study are presented in tabular form. (JD)

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THE AUTHORITARIAN-AGGRESSION PERSONALITY DIMENSION OF GRADUATE STUDENTS IN EDUCATION

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by

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Introduction

Authoritarian-Aggression is defined as the tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional order (Adorno, p. 228).

Individuals who are forced to live under a system of relatively rigid restraints are likely to seek an object to serve as an outlet for hostility and also to become particularly distressed when others appear to be "getting away with something." It also follows that the extremely conventional person who is not able to actively criticize accepted authority may harbor desires to condemn, reject, and punish those who violate these values. As a result, the person who consciously regards his life, and concomitantly, himself to be proper may unconsciously internalize strong aggressive impulses. In this circumstance a wide variety of threatening contexts can arouse anxieties to the extent that the list of traits, behavior patterns, individuals, and groups to be condemned may grow very long. Authoritarian aggression, then, has to do with standards of conduct, with the authorities who enforce these standards, and with offenders against them who "deserve" to be punished (Adorno, pp. 232-3).

Purpose

Because of the location and context of a particular institution, one might suspect that character dimensions of graduate students differ significantly on the basis of academic discipline or the type/location of the institution from which the undergraduate degree was earned.

Consequently, it was hypothesized that no signficant differences in authoritarian-aggression attitudes exist between graduate students who received all of their undergraduate and graduate preparation from the same institution when compared to those who received their undergraduate and graduate training from different institutions. It was further hypothesized

SP 019 352

that no significant differences exist when scores of groups of graduate students categorized by institutional type and academic discipline are compared to one-another, to the general population, and to the hypothetical "neutral" score resulting from neutral responses to each item on the Authoritarian Aggression subscale of the California F Scale.

Methodology

During a three-year period, master's degree in education students enrolled in a required course titled "Introduction to Research" were asked to complete a questionnaire that provided background/program information and responses to the California F Scale. A total of 198 useable responses were obtained which represented more than 90 percent of the students enrolled in the course during that period. Data were categorized by academic discipline and institutional type; i.e., graduate students who received their baccalaureate degree from the same institution at which they were currently enrolled (a publicly-supported institution); from another in-state publicly-supported institution; from an in-state private institution; from an out-of-state publicly-supported institution; and from an out-of-state private institution.

Two-tail t-tests of scores were constructed for the Authoritarian Aggression Subscale of the California F Scale and significance at the $p < .05$, $p < .01$, and $p < .001$ levels was noted.

The California F Scale was originally designed to be used as an indirect measure of prejudice without mentioning the names of any specific minority groups and also as a measure of underlying personality predispositions (Rokeach, p. 12). It is a collection of items, each of which is highly correlated with the Anti-Semitism and Ethnocentrism Scales, and is composed of clinical material ". . . where, in subjects' discussions on such topics as self, family, sex, interpersonal relations, moral and personal values, there had appeared numerous trends which, it appeared, might be connected with prejudice." (Adorno, p. 222)

Through wide usage it was found that the instrument measured general tendencies which led to the formulation of enduring psychological dispositions in the person; i.e., stereotyping, conventionalism, concern with power, aggression, etc. (Adorno, p. 223)

Although the F-Scale was originally designed as an indirect measure of prejudice and anti-democratic tendencies at the personal level, favorable correlates have also been widely achieved with such instruments as the Politico-Economic Conservatism (PEC) Scale, the Thematic Apperception Tests (TAT), the Rokeach Dogmatism and Opinionation Scales, and the Minnesota Multiphasic Personality Inventory (MMPI) (Megargee, p. 68).

Thirty-two items of the California F-Scale that revealed significant relationships regarding benign, progressive, and humanitarian sentiments at one end versus feelings of hostility, estrangement, and disbelief at the other, were chosen as the Tolerance (To) scale of the California Psychological Inventory (CPI). The typical correlation of the To with the F-Scale is $r = -.50$ (Gough, p. 13).

In addition, significant correlations for both males and females ($p < .01$) occur between the Tolerance Scale and the Dominance (Do), Capacity for Status (Cs), Sociability (Sy), Sense of Well-Being (Wb), Responsibility (Re), Socialization (So), Self-Control (Sc), Good Impression (Gi), Achievement via Conformance (Ac), Achievement via Independence (Ai), Intellectual Efficiency (Ie), and Psychological-mindedness (Py) Scales of the California Psychological Inventory (Megargee, p. 106-7).

The Authoritarian-Aggression cluster consists of items 12 (Bad Manners), 13 (Discipline and Determination), 19 (Honor), 25 (Sex Crimes), 27 (Undying Love), 34 (Immoral People), 37 (Talk Less), and 39 (Homosexuals) of Forms 45 and 40 of the F-Scale, arranged in a Likert five-point scale ranging from Strongly Agree (5) to Agree (4) to undecided (3) to Disagree (2) to Strongly Disagree (1). The hypothetical "neutral" score, then, of the Authoritarian-Aggression subscale of the California F-Scale is $8 \times 3 = 24$.

Results

Authoritarian-Aggression subscale scores of groups of graduate students who had graduated from each of the institutional types under observation were compared with one another using two-tail t-tests and no statistically significant results ($p < .05$) were obtained.

When two-tail t-tests were performed using the scores of groups of graduate students categorized by academic discipline, significant differences occurred when Business majors were compared to Counselor Education majors ($p < .05$), English majors ($p < .01$), and History majors ($p < .05$); when Counselor Education majors were compared to Industrial Education majors

($p < .05$), and Physical Education majors ($p < .05$); when Elementary Education majors were compared to Industrial Education majors ($p < .05$), and Physical Education majors ($p < .05$); when English majors were compared to Industrial Education majors ($p < .01$), and Physical Education majors ($p < .01$); and when History majors were compared to Industrial Education majors ($p < .05$) (see Appendix C).

When Authoritarian-Aggression subscale scores of students were compared to the hypothetical "neutral" score of 24, significant differences were obtained for all institutional types and for six of the eight academic disciplines examined. The mean scores of students graduating from all institutional types and of students enrolled in all academic disciplines examined were below the hypothetical "neutral" score.

When the mean Authoritarian Aggression scores of a 14 group sample of 919 men and 599 women were examined no significant differences from the hypothetical "neutral" score were found for mens' scores, womens' scores, or mens' and womens' scores combined. Further, the mean score of men was slightly above the "neutral" score while the mean scores of women and both groups combined were slightly below the "neutral" score (Adorno, pp. 258, 260).

Preliminary Implications

No significant t-tests on the Authoritarian-Aggression subscale of the California F Scale when institutional types were considered indicate that graduate students enrolled at the particular institution in question are similar when this personality dimension is considered regardless of institutional type or of undergraduate training location. Therefore, the hypothesis that no significant differences in authoritarian-aggression attitudes exist between graduate students who received all of their undergraduate and graduate preparation from the same institution when compared to those who received their undergraduate and graduate training from different institutions is accepted.

When two-tail t-tests were performed using the scores of graduate students categorized by academic disciplines, significant differences occurred in 10 of the 28 comparisons involving Counselor Education majors, English majors, History majors, Industrial Education majors, and Physical Education majors.

Further, all mean scores of groups of students from the various institutional types were significantly below the hypothetical "neutral" score of 24 on the Authoritarian-Aggression subscale. Also, when mean scores of groups of students were categorized by academic discipline, six of the eight groups examined scored significantly below the "neutral" score, while two (Industrial Education and Physical Education majors) scored slightly below the "neutral" score. This reinforces the findings previously noted.

It is interesting to note that when a sample of 1518 subjects categorized into 14 distinct groups were examined no significant differences from the hypothetical "neutral" score were noted.

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Appendix A

AUTHORITARIAN AGGRESSION SUBSCALE

(using 5 point Likert Scale)

40 - 32 - 24 - 16 - 8

↓ highest poss. score → more Authoritarian/ Aggressive

↓ neutral score

↓ lowest poss. score → less Authoritarian/ Aggressive

Authoritarian Aggression Subscale

Mean Scores of Graduate Students by Institutional Type

Graduates of the local institution	= 20.46**
Graduates of other In-State Public Colleges	= 19.97**
Graduates of In-State Private Colleges	= 20.92*
Graduates of Out-of-State Public Colleges	= 20.55**
Graduates of Out-of-State Private Colleges	= 19.68***

Mean Scores of Graduate Students by Discipline

Business	= 21.5**	Industrial Education	= 22.6
Counselor Education	= 19.1***	Physical Education	= 22.3
Elementary Education	= 19.7***	School Administration	= 20.8*
English	= 18.2***		
History	= 18.8**		

* $p < .05$
** $p < .01$
*** $p < .001$

when compared to mean "neutral" score, df = 14

Appendix B

AUTHORITARIAN AGGRESSION SUBSCALE

(using 7 point Likert Scale)

56 - 48 - 40 - 32 - 24 - 16 - 8

↓ highest possible score → more authoritarian/ aggressive

↓ neutral score

↓ lowest possible score → less authoritarian/ aggressive

Groups Sampled

George Washington University Women (N = 132)
California Service Club Mean (N = 63)
Middle Class Men (N = 69)
Middle Class Women (N - 154)
Working Class Men (N = 61)
Working Class Women (N = 53)
Los Angeles Men (N = 117)
Los Angeles Women (N = 130)
Testing Class Women (N = 59)
San Quentin Men Prisoners (N = 110)
Psychiatric Clinic Women (N = 71)
Psychiatric Clinic Men (N = 50)
Employment Service Men Veterans (N=106)
Maritime School Men (N = 343)

Authoritarian Aggression Mean Scores*

Men (7 groups, N = 919)	= 33.3 (t = .57)
Women (7 groups, N = 599)	= 29.86 (t = .96)
Men and Women (14 groups, N = 1518	= 31.59 (t = .18)

*none significant at .05 level, 14 df

Appendix C

Authoritarian Aggression Subscale of California F-Scale by Academic Discipline

Item Ident.	BUS	CED	ElEd	ENG	HIS	ITE	PED	SchAdm
12. Bad Manners	2.79	2.38	2.62	2.4	3.0	2.5	2.42	2.35
13. Discipl.& Deter.	3.12	2.63	2.79	2.8	3.0	3.38	2.85	3.14
19. Honor	2.91	2.86	2.87	2.4	2.66	2.88	3.64	3.14
25. Sex Crimes	2.40	2.11	2.09	2.1	1.66	2.50	2.50	2.03
27. Undying Love	2.87	2.80	2.70	2.3	2.33	3.44	3.28	3.07
34. Immoral People	2.60	2.50	2.61	2.4	2.5	3.22	2.85	2.75
37. Talk Less	2.43	2.05	2.01	2.3	1.66	2.22	2.35	2.14
39. Homosexuals	2.41	1.77	2.01	1.5	2.0	2.44	2.42	2.14
Means =	2.69	2.39	2.46	2.28	2.35	2.82	2.79	2.60
Standard Deviation =	.27	.38	.36	.37	.54	.47	.47	.48

t Matrix

Field of Study	A	B	C	D	E	F	G	H
A. Business	X	2.62*	2.03	3.61**	2.71*	-1.08	-.83	.74
B. Counselor Ed.		X	-.46	.72	.25	-2.71*	-2.53*	-1.32
C. Elem. Educ.			X	1.23	.71	-2.38*	-2.19*	-.92
D. English				X	-.45	-3.52**	-3.34**	-2.08
E. History					X	-2.20*	-2.06	-1.17
F. Indust. Ed.						X	.16	1.16
G. Physical Ed.							X	1.01
H. School Admin.								X

*Significant at .05 level (two-tail)
**Significant at .01 level (two-tail)
df = 14